Eastern Illinois University
New/Revised Course Proposal Format
(Approved by CAA on 4/3/14 and CGS on 4/15/14, Effective Fall 2014)

Banner/Catalog Information (Coversheet)

1. ____New Course or _x__Revision of Existing Course

2. **Course prefix and number:** __PLS 5543_____

3. **Short title:** __PA Seminar_____

4. **Long title:** Proseminar in Public Administration

5. **Hours per week:** ___ Class   ___ Lab   _3__ Credit

6. **Terms:** ___ Fall   _x__ Spring   ___ Summer   ___ On demand

7. **Initial term**: ___ Fall   _x__ Spring   ___ Summer   Year: __2017_____

8. **Catalog course description:** (3-0-3) Contemporary administrative policies and processes are explored through reading, discussion and research.

9. **Course attributes:**

10. General education component: _NA_____

    ___ Cultural diversity ___ Honors ___ Writing centered   ___ Writing intensive ___Writing active

11. **Instructional delivery**
    Type of Course:

    _x__ Lecture   ___ Lab   ___ Lecture/lab combined   ___ Independent study/research

    ___ Internship   ___ Performance   ___ Practicum/clinical ___ Other, specify: _____

    Mode(s) of Delivery:

    _x__ Face to Face   _x__ Online   ___ Study Abroad

    ___ Hybrid, specify approximate amount of on-line and face-to-face instruction_____

12. Course(s) to be deleted from the catalog once this course is approved. _none_____

13. **Equivalent course(s):** __none_____

    a. **Are students allowed to take equivalent course(s) for credit?** ___ Yes   ___ No

14. **Prerequisite(s):**

    a. **Can prerequisite be taken concurrently?** ___ Yes   ___ No

    b. **Minimum grade required for the prerequisite course(s)?** ___

    c. **Use Banner coding to enforce prerequisite course(s)?** ___ Yes   ___ No

    d. **Who may waive prerequisite(s)?**

___ No one   ___ Chair   ___ Instructor   ___ Advisor   ___ Other (specify)

15. Co-requisite(s): _NA_____

16. Enrollment restrictions

    a. Degrees, colleges, majors, levels, classes which <u>may</u> take the course: MA students in Political Science

    b. Degrees, colleges, majors, levels, classes which may <u>not</u> take the course: __none_____

17. Repeat status: _x__ May not be repeated   ___ May be repeated once with credit

18. Enter the limit, if any, on hours which may be applied to a major or minor: ___

19. Grading methods: _x__ Standard   ___ CR/NC   __ Audit   ___ ABC/NC

20. Special grading provisions:

___ Grade for course will <u>not</u> count in a student's grade point average.

___ Grade for course will <u>not</u> count in hours toward graduation.

___ Grade for course will be removed from GPA if student already has credit for or is registered in: _____

___ Credit hours for course will be removed from student's hours toward graduation if student already has credit for or is registered in: _____

21. Additional costs to students:
Supplemental Materials or Software__none_____

Course Fee _x__No ___Yes, Explain if yes_____

22. Community college transfer:

___ A community college course may be judged equivalent.

_x__ A community college may <u>not</u> be judged equivalent.

Note: Upper division credit (3000+) will <u>not</u> be granted for a community college course, even if the content is judged to be equivalent.

Rationale, Justifications, and Assurances (Part I)

1. __x_ Course is required for the major(s) of ___MA degree in PLS with PA concentration_____

   ___Course is required for the minor(s) of _____

   ___Course is required for the certificate program(s) of _____

   _X__ Course is used as an elective

2. **Rationale for proposal** : We are moving our PA/Policy courses on-line and want the flexibility to offer course both on-line or on-site.

3. **Justifications for (answer N/A if not applicable)**

   Similarity to other courses: NA

   Prerequisites: NA

   Co-requisites: NA

   Enrollment restrictions: This is a graduate level course focusing specifically on research about Public Administration, making the enrollment restriction appropriate.

   Writing active, intensive, centered:

4. **General education assurances (answer N/A if not applicable)**

   General education component: NA

   Curriculum: NA

   Instruction: NA

   Assessment:NA

5. **Online/Hybrid delivery justification & assurances (answer N/A if not applicable)**

   Online or hybrid delivery justification: The online version of this course will allow added scheduling flexibility for graduate students, and is vital for our development of an on-line MA option for Political Science students.

   Instruction: The course will be delivered primarily via the LMS at EIU (currently D2L), although email and other online technologies may be used occasionally. Online sections will be taught by faculty who completed training for on-line course development and pedagogy. The primary difference between the online course and the face-to-face course will be the conduit for discussion, with a discussion board instead of a seminar room. The faculty and students can facilitate a rich discussion in either learning environment. The technology will be used to support student achievement by allowing them to interact with one another and the instructor at times which are convenient for them.

   Integrity: The integrity of student work will be assured through writing, writing, and more writing. Given that students often have signature writing styles or voices, having someone else submit a single assignment will certainly register with the instructor. It is unlikely that a substitute would sit in and take the entire course for another (or at least as unlikely as having a surrogate sit in on a regular course). Finally, all assignments are checked through on-line mechanisms for plagiarism.

Interaction: Instructor-student and student-student interaction will be promoted through Email, web-based discussions, and feedback on individual assignments.

Model Syllabus (Part II)

Please include the following information:

1. PLS5543 – Proseminar in Public Administration
2. Contemporary administrative policies and processes are explored through reading, discussion and research.

3. The objectives of PLS 5543 are to:

1) Demonstrate an understanding of the unique nature of public organizations, and the role that leadership (formal and informal) plays in making an organization function; this also covers the graduate school goals of depth of knowledge and critical thinking. (G1, G2, G3, G4)

2) Distinguish between the various views on what management is and what functions managers perform -- including the assessment of performance within the organization; consistent with graduate school goals of critical thinking/problem solving and depth of knowledge. (G1, G2, G3, G4)

3) Identify and discuss different motivational factors at work in an organization that an administrator may depend on from time to time; consistent with graduate school goals of critical thinking/problem solving and depth of knowledge. (G1, G2, G3, G4)

4) Apply public policy design and implementation theory within intergovernmental settings and illustrate how multiple jurisdictions can impact implementation; consistent with graduate school goals of critical thinking/problem solving and depth of knowledge. This will be a centerpoint of the group project which also covers advanced scholarship and communication. (G1, G2, G3, G4)

4. Shafritz and Hyde, Classics of Public Administration, 7th; articles on E-reserve; course handouts.
5. COURSE OUTLINE and ASSIGNED READINGS
   Week one
      introduction to the course, review of expectations, and overview of field
         Kirlin, "Big Questions of PA in a Democracy" (on reserve)
   Week two
      Development and questions in the Discipline
         Wilson, White, Waldo, Frederickson, and Stivers (in classics)
   Week three
      Development and Questions (cont.)
         Taylor, Gulick, Follett, Barnard, Simon (in classics)
         Long, "Power and Administration" (on reserve)
   Week four
      Bureaucracy and Early Org Theory
         Weber, Merton, Downs, Lipsky, Barzelay, Selznick (in classics)
         De-Hart-Davis, "The Unbureaucratic Personality" (on reserve)
   Week five
      Reinvention?
         NPR (in classics)
         Drucker, "Seven Deadly Sins"
         Lynn, "The Myth of the Bureaucratic Paradigm"(on reserve)

Riccucci, "The 'Old' Public Management Versus....."(on reserve)

Burnier, "Masculine Markets..."(on reserve)

Week six

Public versus Private Management

Allison, Moe (in classics)

Garvey chapter – "What's Private? What's Public?..." handout

Frederickson Chapter – "PA as Governance" handout

Sclar Chapter – "Public vs. Private Production" handout

Van Slyke, "The Mythology in Contracting..." (on reserve)

Week seven

Performance Measurement

Behn, "Why Measure Performance..."(on reserve)

Coe, "Organizational Report Cards..."(on reserve)

Nicholson-Crotty "Disparate Measures"(on reserve)

Yang, "The Performance-Trust Link..."(on reserve)

Week eight

Motivation

Maslow and McGregor (in classics)

Wright, "Public Service and Motivation..."(on reserve)

Moynihan, "The Role of the ....."(on reserve)

Houston, "Spirituality and...."(on reserve)

Kim, "Family Friendly Human Resource Policy..." (on reserve)

Week nine (3/9)

MID-TERM EXAM

Week ten

Equity and Diversity

Krislov (in classics)

Dolan, "Gender Equity..."(on reserve)

Sowa, "Administrative Discretion..."(on reserve)

Week Eleven

Federalism and Collaborative Management

Bryson, "The Design and Implementation..."(on reserve)

Derthcick, "Where Federalism Didn't.."(on reserve)

Kettl, "Managing Boundaries..."(on reserve)

Kiefer, "Incrementalism Before the Storm...:(on reserve)

McGuire, "Collaborative Public ....."(on reserve)

Week Twelve

Participatory Government

Halvorsen, "Assessing the Effects..."(on reserve)

Irvin, "Citizen Participation..."(on reserve)

Yang, "Further Dissecting the Black Box of Citizen Participation…" (on reserve)

Coursey, "Public Service Motivation and Support for Citizen…" (on reserve)

Week Thirteen

E-Government

Rethemeyer, "The Empire Strikes...."(on reserve)

West, "E-Government..."(on reserve)

Tolbert, "The Effects of E- Government..."(on reserve)

Week Fourteen

Who controls the Bureaucracy?

Brownlow and Hoover Reports (in classics)
Kaufman, "Administrative Management..."(on reserve)
Meier, "Political Control..."(on reserve)
Newbold, "Critical Reflections..."(on reserve)
Week Fifteen
Wrap-up and discussion of group projects

Week sixteen -- FINALS WEEK

6. "Think pieces" (3 @ 40 points each) worth a total of 120 points (26.66% of final grade)
Mid-term exam (100 points) (22.22% of final grade)
Book reviews worth 30 points each for a total of 30 points (6.66% of final grade)
attendance and <u>active, informed participation </u>via discussions is worth 150 points 10 pts/week).
(33.33% of final grade)
group project ... individually graded worth 50 points (11.11% of final grade)

A 90-100% B 80-89% C 70-79% D 60-69% F 0-59%

7.

	Think pieces	Mid-term	Book review	discussion	project
Demonstrate differentiation between public/private orgs	X	X	X	X	X
Distinguish between management styles	X	X	X	X	
Discuss and apply different motivational techniques	X	X	X	X	X
Application of policy design and implementation theory				X	X

Date approved by the department or school: November 18, 2015
Date approved by the college curriculum committee: December 11, 2015
Date approved by the Honors Council *(if this is an honors course):*
Date approved by CAA: CGS: